

**Predicting****STUDENT OBJECTIVE**

- Make predictions and then confirm or revise them

**RESOURCES AND PREPARATION**

You will need photocopies for students of:

- **Student Lesson Summary**, p. 5
- **Teaching Model**, from *Winter Thunder*, p. 6
- **Practice Worksheets**, Levels A and B, pp. 7–8
- **Reteaching Worksheet**, p. 9

**Teach**

- 1. Predicting:** Tell students that predicting what will happen in a story is similar to predicting the weather.
  - Ask students to look out the window and, based on the sun, the clouds and their knowledge of weather in the area, make a logical guess about what the day will be like.
  - Ask them what clues, evidence, prior knowledge from previous years or days, they used.
  - Explain that when they read a text, they can examine clues in the text, including titles, chapter headings, illustrations and so on. Then, based on their personal experience—including their experience in reading, they can **predict**, or make a logical guess about what will happen.
- 2. Teaching Predicting:** Distribute the **Lesson Summary** and guide students through the **Academic Vocabulary**. Then review the **Here's How** steps with students.
  - Stress that when students read narratives, they should use the questions about plot, character, and setting, shown in Step 2, to help them find text clues and to relate the story to personal experience.
  - Explain that after students consider the questions, they can make a good prediction.
  - Stress that after predicting, readers can continue on in the story to either confirm or revise a prediction.
  - Ask: How might predicting and rethinking predictions help you better understand a story? (*Sample: As you make predictions you get involved in the story's conflict, string story events together, and understand character motivations.*)
- 3. Guided Practice:** Distribute the **Teaching Model**, two excerpts from Mari Sandoz's novel *Winter Thunder*. Have students fold the paper (or fold it before passing it out), so that only the first excerpt is showing. As students read the first excerpt, explain that the novel is set in a remote ranching region of the southwest. After students complete this first excerpt, ask them to use the questions on the **Lesson Summary** to think about predictions they might make. Then have pairs or small groups discuss the following:
  - Ask: What is happening to the school bus as it moves through the snowstorm? (*The driver can't find and stay on the road; the bus is leaning over a slope.*)

## PREDICTING, CONTINUED

- Ask: What details about the setting create a mood of danger? (*A bad storm has developed. there is little visibility; the bus is in a remote area.*)
- Ask students to predict will happen to the bus. (*It is probably about to topple over off the road.*)
- Ask: In your experience of or other reading about snow and snowstorms, what danger might the children on the bus face? (*They could face frostbite or death from exposure.*)

Next ask the students to read the second excerpt on the **Teaching Model**, which continues the story. Discuss the following:

- Ask: What has happened to the school bus now? (*It has caught on fire and exploded.*)
- Have students predict how this will effect the children, their teacher, and Chuck the driver? (*They will not have the bus for a shelter; they will be forced out into the snow; some might get frostbite, hypothermia, or might die.*)
- Ask: What do Lecia's words and actions in the excerpt tell you about her? (*She tells Chuck to bring the lunches and wishes she could get the rope from the toolbox. These suggest that she is practical, clear-headed, and brave.*)
- Finally ask students to predict what Lecia's role might be in the final outcome of the novel? (*Sample: With Chuck, Lecia will find a way to keep the children alive in the storm.*)

**QUICK CHECK.** Read the following paragraph aloud and pose the questions that follow.

For two days, the rains had poured down, melting the three feet of snow pack that covered the surrounding hills. Now every creek and river in the county was at flood levels. Much of this water churned angrily into the Brownhill Reservoir. People in the surrounding neighborhood watched the dam nervously. Only last year, its earthen walls had been declared unsound. The county government, however, had no funds to repair it.

1. What do you predict from the clues in this passage? (*Sample: The walls of the reservoir will burst, flooding the surrounding neighborhoods.*)
2. What details in the setting helped you make this prediction? (*Sample: creeks and rivers are at flood level; most of the water flowed into the Brownhill Reservoir; the reservoir's wall had been declared unsound.*)
3. How did your personal experience help you make this prediction? (*Accept all complete answers.*)

## Practice and Apply

Practice activities on predicting outcomes appear on pp. 00–00.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

## PREDICTING, CONTINUED

**Sample Answers: Practice Worksheet A**

1. *Whitey will try to scare the Johnsons by saying the shriek is something more frightening than an owl.*
2. *Whitey will pretend to run away and then go back and eat the fish.*
3. *Whitey will claim that the “wolf” ate the fish he had been cooking.*

**Answer Key: Practice Worksheet B**

1. *Head will suggest that he and the others not feed any food to Belly.*
2. *All the body parts--Head, Arms, Legs, and Belly--will suffer from the lack of food.*
3. *Head will suggest that they all again begin to feed Belly.*

**Assess and Reteach**

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should be able to predict the correct outcomes, or make logical predictions close to the sample answers, for at least two of the three items.
- **Practice Worksheet B:** Students should be able to predict the correct outcomes, or make logical predictions close to the sample answers, for at least two of the three items.

**Answer Key: Reteaching Worksheet**

1. *b*    2. *b*    3. *a*    4. *b*